

4 month reporting date 3/20/07 Received 4/5/07
8 month reporting date 7/20/07
12 month completion date 11/20/07
Closed 4/5/07

Lyman County School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04, Evaluation procedures.

School districts shall ensure, at a minimum, that evaluation procedures include the following:

A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining: Whether the child is a child with a disability; and the content of the child's IEP. The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. The team found that while Lyman school district provides written notice and obtains consent before assessments are administered to a child as part of an evaluation or reevaluation, the district may not always evaluate students in all areas of disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All evaluations completed by the district will be comprehensive and address all areas of suspected disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? Initial evaluations and three-year evaluations will address all areas of suspected disability.</p> <p>What data will be given to SEP to verify this objective? The number of initial and three-year reevaluations checked and number having all areas of suspected disability will be submitted to the SEP by the Special Education Director.</p>	<p>September 20, 2007</p>	<p>Special Education Teachers, Service Providers, and Special Education Director</p>	<p>Goal Met 4/5/07</p>
<p>Please explain the data (4 month) 4 initial files checked & 4 initial files all areas correct / 13 three yr. files checked & 13 three yr. files all areas correct</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:05. Content of notice.

The notice must include the following:

A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal. In two of the files reviewed, tests were administered in areas that were not on the form for permission to evaluate; there was no notice given to parents about the change and therefore no permission to administer the test on the permission to evaluate. The team agrees that the Lyman school district needs assistance in the area of evaluation procedures and content of notice.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will receive written parental consent prior to administering tests that were not on the consent to evaluate form.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parents will be contacted and written permission received prior to any additional areas being evaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will only evaluate in areas identified on the signed consent to evaluate form.</p> <p>What data will be given to SEP to verify this objective? The district will check the reports for initial and three-year evaluations to determine permission was received for all areas evaluated. The numbers will be submitted to the SEP.</p>	September 20, 2007	Special Education Teachers, Service Providers, and Special Education Director	Goal Met 4/5/07
Please explain the data (4 month) 6 initial files checked & 6 initial files parent permission received for tests / 13 three yr. files checked & 13 three yr. files parent permission received for tests			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24.01:09. Developmental delay defined.

A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development. A district is not required to adopt and use the term developmental delay for any students within its jurisdiction. If a district uses the term developmental delay, the district must conform to both the division's definition of the term and to the age range that has been adopted by the division. Through file reviews the team noted that two students continued to be classified under the category of 570 even though they were six years old and no longer fit the definition of Developmental Delay.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students classified under the label of Developmental Delay will be reevaluated prior to age 6 to determine if they continue to qualify for services under another disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Prior to age six, any child who is receiving services under the label of Developmental Delay will be reevaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?
 The district will reevaluate the two students who are over the age of six and continue to be classified as Developmental Delay.
 What data will be given to SEP to verify this objective?
 The special education teacher will send the meeting date and results of the MDT form to the SEP.

Immediate

Special Education Teachers and Special Education Director

**Goal Met
12/15/06**

Please explain the data (4 month)

I previously sent this data in for the immediate action after the review.

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Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The district will reevaluate all students who are classified as Developmental Delay prior to age six.</p> <p>What data will be given to SEP to verify this objective? The district will check all files of students classified under 570 at least one month prior to their sixth birthday and send the data to the SEP.</p>	September 20, 2007	Special Education Teachers and Special Education Director	Goal Met 12/15/06
<p>Please explain the data (4 month) Checked 2 files of students classified as 570, they were reevaluated and meetings held before they turned 6 yrs. old. Sent MDT report and IEP front cover to SEP by mail as part of this report. Both files complete.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 5: Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
24:05:27:08. Yearly review and revision of individual educational programs. Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters. Three files (students 13, 14, and 15) did not include documentation of an annual IEP meeting; rather an addendum to the previous IEP was completed with the following statements: *The team agreed that is making progress on goals but has not yet met the goals we had written, we agree that we will continue to work on these goals.*

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district shall initiate and conduct an IEP team meeting for all special education students at least once a year.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 The district will hold an IEP team meeting for all special education students at least once a year.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? An IEP meeting will be held for students 13, 14, and 15 immediately. What data will be given to SEP to verify this objective? The special education director will submit the meeting date to the SEP.	Immediately	Special Education Teachers, Service Providers, and Special Education Director	Goal Met 4/5/07

Please explain the data (4 month)
 Student 13 and 14 were previously sent to SEP for immediate action. Student 15's MDT report and IEP front cover was mailed to the SEP as part of this report.

Please explain the data (8 month)

Please explain the data (12 month)

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<p>2. What will the district do to improve? The district shall initiate and conduct an IEP team meeting for all special education students at least once a year.</p> <p>What data will be given to SEP to verify this objective? The district will examine number of files checked for documentation of IEP meetings and the number of IEPs that were conduct within 1 year will be sent to the SEP.</p>	<p>September 20, 2007</p>	<p>Special Education Teachers, Service Providers, and Special Education Director</p>	<p>Goal Met 4/5/07</p>
<p>Please explain the data (4 month)</p> <p>25 annual IEP files checked and 25 annual IEP were completed within the required 1 year period.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			